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Cross-Schools Research Ethics Committees (C-REC)

- to provide independent review of the ethical design of research, on behalf of the University in accordance with the principles and values of the *Code of Conduct for Research* and the standards of the *Concordat to Support Research Integrity* and as indicated in the University's ethics review framework
- to review, facilitate and encourage consistently high-quality ethical research in accordance with the standards of good practice across the disciplines of the academic schools represented on the committee.
- to ensure, on behalf of the Research Ethics and Integrity Committee, that good practice is shared and that an understanding of high-quality ethical research practice is valued and recognised as a fundamental quality of a skilled researcher at the University of Sussex.

There will be **three** Cross-Schools Research Ethics Committees (C-RECs) as follows:

Science and Medicine (2 committees):

- Sciences and Technology C-REC (SCITEC) cluster (covering the School of Engineering and Informatics, the School of Life Sciences, the School of Mathematical and Physical Sciences and the School of Psychology).
- Brighton and Sussex Medical School Research Governance and Ethics Committee (BSMS RGEC).

Social Sciences and Arts (1 committee):

- Social Sciences & Arts C-REC (SSARTS)

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within a culture of honesty and respect for participants, the environment and the full range of stakeholders of university research;

(b) to make recommendations to the Research Ethics and Integrity Committee relating to the procedures and policies for supporting and facilitating ethical research under the auspices of the schools, appropriate to the academic disciplines within the Schools, and in accordance with recommendations made by relevant outside bodies;

(c) through the relevant School Directors of Learning and Teaching, to conduct a periodic review of School procedures which consider low risk projects (including undergraduate) and to prepare periodic reports on the findings and to keep the effectiveness of its current practice under continuous review.

(d) to review and approve on an annual basis, the basis on which academic schools organise the oversight of School Research Ethics Officers (SREOs) where more than one is appointed by the Head of School.

(e) to report on a periodic basis to the Research Ethics and Integrity Committee in a form stipulated by the Research Ethics and Integrity Committee, providing a summary of all reviewed projects;

(f) to implement review mechanisms for staff and student projects that ensure that

research ethics policies are applied in aC -0.002 T (c)-2.1 (h)1e ar[t14 B D60 Td()Tj-0.002 Tc 0.00d(as)-2

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C-REC Chair

Overview of Role

In addition to the key responsibilities set out for C-REC Members (attached), the main purpose of this role is to be Chair to [SPECIFIC C-REC]. The Chair as leader of the C-REC is responsible for the Committee's ethics review function, and ensuring responsive, independent, and informed consideration of the ethical design of research from schools within the cluster. The Chair will also take a lead role in promoting a culture of research integrity across the Schools. The Chair will receive support, and work closely, with the Social Sciences & Arts C-REC Research Ethics, Integrity and Governance Administrator, C-REC members and SREOs

Key Responsibilities:

C-REC Member

Overview of Role

The main purpose of this role is to carry out independent and informed review of the ethical design of research projects from across those Schools which are relevant to the C-REC, and to bring specific expertise to the review process from the School that the member represents. The C-REC member will also take a lead role in promoting research integrity and good practice in research ethics across their School, and the University more widely.

Key Responsibilities:

1. To provide independent, competent and timely review of the ethics of proposed research studies from faculty and students within a culture of honesty and respect for participants, the environment and the full range of stakeholders of University research.
2. Ensure that every project which undergoes ethics review, is dealt with fairly and appropriately in accordance with the University's research ethics and governance policies and procedures. Where there may be a conflict of interest, the member should alert the Chair of the C-REC.
3. To be aware of Equality and Diversity and ensure that applicants to the C-REC are treated fairly and equally regardless of age, gender, sexuality, religion, disability or ethnicity.
4. To undertake training and personal development relating to ethics and research integrity upon taking up the role and to attend training provision that is made available annually.
5. To raise with the Chair any ongoing challenges relating to the review of research ethics to help identify any issues that may need to be dealt with as a matter of policy by the C-REC or the Research Ethics and Integrity Committee (REIC).
6. Attend a minimum of one meeting of the C-REC per year.
7. Maintain confidentiality regarding applications, ethics review deliberations, information on research participants, and related matters.
8. To provide *ad hoc* advice to faculty and students within the member's School on the ethical conduct of research and ethics review processes.
9. Encourage a culture within the member's School which recognises the central importance of ethical considerations in the design and performance of research, and provide an avenue for the promotion of initiatives for

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School Research Ethics Officer (SREO)

Overview of Role:

Each Head of School will normally appoint at least one School Research Ethics Officer*, with specific responsibility for the oversight of ethics review for Undergraduate (UG) and Postgraduate Taught (PGT) students.

The main function of this role will be to provide informed, independent and timely ethics review of UG and PGT projects within a culture of honesty and respect for participants, the environment and the full range of stakeholders of University research.

This role will also include provision of guidance and awareness-raising amongst colleagues and students as appropriate.

Key Responsibilities:

- (a) providing final and consistent sign-off for those projects which have identified and addressed ethical issues appropriately in the proposal;
- (b) discussing with Supervisor, or Supervisor and student, those projects which have not satisfactorily identified and addressed ethics issues;

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- (l) in liaison with the Research Ethics, Integrity and Governance Administrator and the Research Governance Officer, lead development and management of cross school activities and training to promote an active culture of research integrity and research ethics within and across schools, and university wide;
- (m) producing and ensuring the dissemination of cross school specific guidance for faculty and students on research ethics review processes and procedures; give ad hoc support to C-REC members and other SREOs to do the same tailored for specific schools.
- (n) attendance (optional or as necessary) at C-REC meetings;
- (o) undertaking training and development activities upon taking up their role and subsequently attending a minimum of one training event annually;
- (p) liaising with the Director of Learning and Teaching and the and toaiand mnctact(e)-3.4 eLea(2.6 ((he d
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Research Ethics, Integrity and Governance Administrators

Generic responsibilities

- *Social Sciences & Arts (SSARTS C-REC)*¹ (1 position)
- *Sciences & Technology C-REC (SCITEC C-REC)*² (1 position)
- *BSMS Research Governance and Ethics Committee (RGEC)*³ (1 position)
- *AWERB & Sponsorship*⁴ (1 position)

Overview of Role:

The posts are key to supporting the delivery of high quality and effective systems for ethical review as undertaken by Cross-School Research Ethics Committees (C-RECs), the AWERB

Ethics and Governance Administrators will contribute to the work of committees, working groups and any other activities related to research integrity, research ethics and governance.

4. Support for School Research Ethics Officers - To provide a responsive support service for School Research Ethics Officers (SREOs), in evaluating potentially 'higher risk' applications from taught postgraduates and undergraduates that might require CREC review and in advising on any associated queries. The RIEGAs will give support to SREOs and their School based colleagues in developing School level guidance and practice consistent with University policies and processes.

5. Delivery of ethical review auditing - To plan, execute and assist in the regular auditing of approved ethical review applications for reporting to the Research Ethics and Integrity under the guidance of the C-REC Chair.

6. Supporting induction processes - To support Directors of Research & Knowledge Exchange, Directors of Learning and Teaching and Heads of School in the induction of new staff on research governance and ethics processes and systems at the University.

7. Cooperation and collaboration with other University departments - To liaise on an ongoing basis with academic and administrative Departments in the University and with the Research Governance Officer to ensure coordinated delivery of ethical review and approval of research and integration of research governance processes within wider university and school administrative systems as appropriate (e.g. Joint Clinical Research Office, Office of the General Counsel, Insurance Office, Data Protection Officer, Health and Safety Office, Brighton & Sussex Clin(6 (i)2.6(i)2.6 g06.6 (ener)

Research Ethics and Integrity Committee Terms of Reference
Key role

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Representatives from each of the Cross-School Research Ethics Committees:

Social Sciences and Arts Cross-School Research Ethics Committee (SSARTS C-REC) – 3

Science and Technology Cross-School Research Ethics Committee (SCITEC) – 2

Brighton and Sussex Medical School Research Ethics Committee (BSMS RGEC) – 1

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